A TEACHER'S GUIDE FOR THE MAPS AND CHARTS SERIES

THE CHANGING OF INDIAN AMERICA

(FORMERLY CONQUEST OF INDIAN AMERICA)

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General Information American Indians

1. The term "Indian" is a misnomer in its application as a term which collectively designates Tribal groups as "one people." Christopher Columbus erroneous geography and impression he had landed among the islands of Asia called the people he met "los indios." His casual use of the term "indios" in his letters introduced the world to European populations, thus similar words in other European languages evolved such as the French, "Indien," the German "Indianer," the English "Indian." Subsequent usage of the term "Indian" for the New World inhabitants evoked descriptive words as "savages," "infidels," and "heathens."

Initial establishment of the imagery of the 'Indian," like the words itself, came from the pens of Columbus and Amerigo Vespucci. Such imagery or stereotypes have prevailed to the present through inaccurate written accounts and Hollywood movies.

2. Each Indian tribe has its own language which is different than other tribes; their own history and origin; their own customs (socially and spiritually); their own traditional dances; their own styles of clothing; their own preparation of foods; their own values; their own cultures; their own spiritual beliefs and practices; their own life styles; and their own tribal governments.

Indian tribes are not one people although many tribal philosophies and concepts are similar; i.e., nearly every tribe has reference to a Supreme Creator; refer to the earth as "Mother Earth;" a belief that all things in creation must have balance and harmony; have respect for all animals, sea life and birds; and most tribes have an extended "clan" family system.

- 3. There are <u>562</u> Federally recognized Indian tribes and bands. In the forty-eight mainland states of America. Alaska has the Aleut, Inuits and Athapascan tribal groups.
- 4. There are <u>378</u> treaties which the U.S. Government entered into with Indian tribes, the first being the treaty with the Delawares, September 17, 1778, and the agreement with the Columbia and Colville tribes, July 7, 1883, being the last.
- 5. There are <u>292</u> reservations, rancherias and pueblo's. These land areas are held in trust under the United States Department of Interior.

UTAH: INDIAN PLACE NAMES

1. Utah "Utas" a group of the Ute people.

2. Timpananogos River in a rocky mountain.

3. Wasatch Name of a Utah mountain rage.

4. Uinta (Uinta-ats) one of the major bands of the Ute people.

5. Washakie Name of a Shoshone leader.

6. Kamas Grassy flat land.

7. O-wi-yu-kuts Very northeastern corner of Utah Mountains.

8. Tokewanna Peak Northeastern Utah, Uinta Mountains Peak.

9. Ouray Ute Indian leader.

10. Neola "Niota" meaning the "waters mouth."

11. Tavaputs Plateau East of Price City.

12. Tooele Tuilla, a Goshute Indian leader.

13. Ibapah Goshute word, name of a small community in Western Utah.

14. Goshute A Utah tribe, believed to mean "dusty people."

15. Oquirrh Believed to mean "wooded/forested mountain."

16. Tintic A Ute Indian leader.

17. Juab areas of "flat or level land."

18. Kanosh A Ute Indian leader of the Phayant Band.

19. Pavant Butte South of Delta, UT.

20. Panguitch Waters plenty with fish. Also is the name of a small Utah

community.

21. Parowan Meaning "marsh land." Also is the name of a small Utah

community.

22. Paragonah Meaning a "thin stream of rapid water." Also is the name of a

small Utah community.

23. Wah Wah Mountains Western Utah.

24. Koosharem "An edible root." Also is the name of a small town.

25. Kaiparowits Name of a mountain peak and plateau in south-central Utah.

26. Markagunt South of Panguitch.

27. Kanarraville Town named for Kanarra a Paiute leader.

28. Shivwits A small band (group) of the Paiute tribe.

29. Kanab The place of willows.

30. Paria River Southern Utah.

31. Paunsaugunt Plateau By Bryce Canyon National Park.

32. Wahweap Name of a boat marina at Lake Powell.

33. Piute Name of a Utah tribe (Paiute) –also the name of a small Utah

Town.

34. Oljato Navajo name of a small trading post and community on the

Navajo reservation.

35. Peoa Means "to marry." Also is the name of a small Utah

community.

36. San Pete (San Pitch) A band (group) of the Ute people.

AMERICAN INDIAN PLACE NAMES STATES IN THE U.S.A.

ALABAMA From Alibamu, the name of a Muskogen tribe, meaning

"those who clear land for agricultural purposes."

ARIZONA From the Papago word "arizonae," which probably means

"small springs."

ARKANSAS From Arkansea, a tribe whose name means "downstream

People."

CONNECTICUT Meaning "river whose water is driven by tides or winds."

DAKOTA (North and South) – tribal name meaning "allies."

IDAHO From a Shoshone word meaning "sun coming over the

Mountains."

ILLINOIS Meaning "men," the name of a confederacy of Algonquian

Tribes.

IOWA The name of a tribe meaning "sleepy ones."

KENTUCKY Said to be derived from the word "Kenta," meaning

"field" or "meadow."

MASSACHUSETTS Name of an Algonquian tribe meaning "at or about the

Great Hill."

MICHIGAN From the Indian word "Michigamea" meaning "Great

Water."

MINNESOTA A Dakota word meaning "whitish or sky tinted water."

MISSISSIPPI Algonquian word "misi" meaning "great" and "sipi"

Meaning "water."

MISSOURI From the name of a tribe meaning "Great Muddy,"

Which refers to the river.

NEBRASKA From an Oto word meaning "broad water."

NEW MEXICO Name of an Aztec god named Meritili.

OHIO Iroquois word meaning "Beautiful River."

OKLAHOMA A Choctaw word meaning "Red People."

TENNESSEE The name of a Cherokee settlement, the meaning is

Not known.

TEXAS The name of a group of tribes meaning "friends" or "allies."

UTAH From the tribal name of the Ute, the meaning unknown.

WISCONSIN The name of a group of tribes living near the Wisconsin

River.

POLICY FOR ALL TRIBES

1.	TREATY PERIOD	1789-1871
2.	RESERVATION PERIOD	1871-1887
3.	ALLOTMENT PERIOD	1887-1934
4.	REORGANIZATION PERIOD	1934- 1953
5.	TERMINATION PERIOD	1953-1970
6	SELF_DETERMINATION PERIOD	1970

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Resource Materials

INDIAN ORIGINS AND MIGRATIONS



SOCIAL STUDIES GRADES 4--8

CHART: Indian Origins and Migrations (These charts can be found on

http://www.uen.org under Social Studies, American Indian History Maps

and Charts, or on the Utah State Office of Education site at

http://www.usoe.k12.ut.us/curr/indianed; go to "Teacher Resources," then

"Maps and Charts.")

Level 4 Standards: 6040-01; 02 **Level 5 Standards:** 6050-01; 02

Level 6 Standards: 6060-01; 02; 05; 06 **Level 7-8 Standards**: 6100-01; 02; 03; 04; 05

Utah Studies

Level 7-8 Standards: 6120-01; 02; 03; 04; 05; 06

U.S. History

OBJECTIVE: The students will understand the origins and migration patterns of

American Indian tribes relative to their present-day locations.

ESSENTIAL QUESTION 1: Why did early inhabitants of the North American continent move

from one location to another?

ESSENTIAL QUESTION 2: Did migration happen in other geographic locations beside North

America?

ASSESSMENT EVIDENCE

Students will demonstrate their understanding of the concept of "origins and migrations" by discussion or in written form. The students will recognize and identify the various contributions

each ethnic group has made toward the development of our nation and discuss or present them in a written report.

In a class discussion, the students will recognize contributions from these early peoples that have an impact on our present, daily lives.

LEARNING STRATEGIES

The teacher will introduce the concept of "origins and migrations" to students, making it clear that all peoples have their own origins and made migrations throughout the history of civilization.

- Have students study the migrations of American Indian tribes, identifying two recognized tribes, tracing their origins, and comparing these with their present day location.
- Have students discuss the origins and migrations of European ethnic groups to the Americas. Why do groups of people migrate? What happens when one group migrates into another group's area?

Initiate group/class discussion of what interactions occurred when groups of people began to have cultural exchanges in the process of migration.

Consider ethnic group exchanges that influence our present, daily lives (i.e., foods, language, clothes, customs, etc.).

Resource materials are listed at the end of the Guide.



SOCIAL STUDIES STANDARDS GRADES 9-12

CHART: Indian Origins and Migrations

Level 9-12 Standards: 6200-01; 02: 03; 04

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02; 03

United States Studies

OBJECTIVE: The students will be able to develop an understanding of the origins of the American Indian, according to archaeological and theoretical evidence.

ESSENTIAL QUESTION 1: Why did the early tribes migrate to different locations?

ASSESSMENT EVIDENCE

Have students identify the Indian tribes with which European groups (i.e., Spanish, French, English) made initial contact.

- Have students discuss the impact of migration; consider for discussion such things as different cultural concepts (i.e., land ownership, values, customs, trade, interrelations, acculturation, etc.).
- Hold a panel discussion on concepts of land ownership two groups meet and one group settles on the other's land (for example, the Wampanoag tribe and the British).

LEARNING STRATEGIES

The teacher begins the unit by presenting charts (which can be found at http://www.uen.org) as a bit of archaeological evidence that shows migrations of various cultures at various times. Using a Video IPod, the maps and charts can be projected on to a screen in the classroom.

- Develop interest; follow the Ute Indians from their origins in southern California and northern Mexico as part of Uto-Aztecan groups.
- Of the groups listed, trace the migration origins of two Utah Indian tribes for discussion. Is there tribal affiliation with another tribe? Is there a language family similarity?

Present the sea and land exploration routes of European ethnic groups that eventually led to major migrations to the Americas. Hold a class discussion about ethnic groups from Norway, Holland, England, France, Spain, Portugal, Italy, etc.

Request a resource person from the Indian community to come into class for a presentation and discussion on tribal origins, beliefs, concepts, customs and contributions.

RESOURCES

(Additional resources may be found at the end of the Guide.)

Filmstrips: "Indian Origins: The First 50,000 Years"

"American Indians: Before the White Man Came"

"Indian Culture: 2000 BC to 1500 AD"

Charts: Language Families of North America

Native American Tribes

Exploration Routes and Trails—Spanish, 1500-1811

Exploration Routes and Trails—1607-1800

Books: Jahoda, Gloria. *Trail of Tears*. New York: Wings Books, 1995. (ISBN:

0517145770)

Richter, Daniel. Facing East from Indian Country: A Native History of Early America. Cambridge, Massachusetts: Harvard University Press, 2001. (ISBN: 0674006380) Covers pre-colonial times and after.

Lepore, Jill. *Encounters in the New World: A History in Documents*. New York: Oxford University Press, 2000. (ISBN: 019515496)

Mancall, Peter, and James Merrell, eds. *American Encounters: Natives and Newcomers from European Contact to Indian Removal, 1500-1850.* New York: Routledge, 1999.

Josephy, Alvin M., ed. *America in 1492: The World of the Indian Peoples Before the Arrival of Columbus*. New York: Knopf, 1992. (ISBN: 0679743375)

DVDs: 500 Nations (documentary by Kevin Costner). Four DVDs.

Into the West (five-part series made for TV).



ROCK ART, SYMBOLS, AND WORLD PRIMITIVE ART

SOCIAL STUDIES GRADES 4-6

CHART: United States Primitive Rock Art

Primitive Rock Art Glossary—Subjects and Symbols

World Primitive Rock Art

Level 4 Standards:

Level 5 Standards: 6050-01; 02; **Level 6 Standards**: 6060-01; 02; 03

OBJECTIVE: The students will be introduced to primitive rock art and its locations.

ESSENTIAL QUESTION 1: Why did ancient peoples write and draw on rocks?

ESSENTIAL QUESTION 2: Did ancient peoples try to communicate with others through the rock art, and if so, what is the meaning of reoccurring symbols?

ASSESSMENT EVIDENCE

The students will be able to write about five sites in Utah where rock art has been found.

The students will be able to speculate in class discussion or list possible meanings of ten symbols in rock art.

The students will be able to list those tribes of Indians whose ancestors may have been responsible for the rock art found in Utah in class presentation or written report.

LEARNING STRATEGIES

Use maps and charts as visual aids.

Begin presentation by discussing the location of rock art in Utah. Compare the symbols found in Utah to similar symbols in Canada and Mexico.

Speculate with the students on the meaning of symbols that reoccur in different locations. Suggest that some symbols are directions, others ceremonial in nature, and still may have been recordings of important events in the lives of those who are responsible for the rock art.

Rock art has been found in caves in France, Russia, and areas where groups other than Indians have lived. Discuss the possibility that many of the rock art symbols in France and in the United States, specifically the Utah region, have the same meanings.

- Using symbols from the charts, students will make a map. Include in the map the number of people in the group, food sources, and direction the group will be going.
- Students could research rock art and present to the class, or write a report giving more information on rock art. The meanings that have been determined by archaeologists or by Indian tribes can be included.
- Students can make a large, colorful poster for display, using those symbols that appeal to them
- Discuss with the class why rock art used symbols instead of an alphabet. After viewing pictographs in beginning alphabets, note the similarities of the symbols. Speculate on groups of people in different parts of the world using symbols; are these the same people? Is there a distinction about those objects that have been symbolized (i.e., sun, water, fish, etc.)?
- Discuss those tribes in the Utah region that may have been responsible for the rock art found.

RESOURCES

(Additional resources may be found at the end of the Guide.)

Books: Hyde, Philip, Leslie Kelen, Craig Law, Davis Sucec, John Telford, and Tom Till. *Sacred Images.* (ISBN: 0879057343)

Stuart, G. Discovering Man's Part in the Americas. National Geographic Society, 1969.

America's Fascinating Indian Heritage. Reader's Digest, New York, 1978.

Soundstrip: Rock Art Program (Utah, 1985)

Video: "Doodles on the Rocks"



SOCIAL STUDIES, GRADES 7-8

CHARTS: United States Primitive Rock Art

Primitive Rock Art Glossary—Subjects and Symbols

World Primitive Rock Art

Level 7-8 Standards: 6100-01; 02

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVES: The students will be introduced to an art form preserved on rock. The students will explore the meanings and explore groups that may have been responsible for the rock art.

ESSENTIAL QUESTION 1: Why did groups of people throughout the world write or draw on rocks rather than using a different type of medium?

ASSESSMENT EVIDENCE

Have small groups of students research and present on the primitive groups who used the symbols rather than writing to convey messages. The report can be written or a PowerPoint to the class.

The students will be able to discuss the locations in Utah where rock art has been found. The students will be able to state an opinion, based on research and class discussion, about the originators of rock art found in Utah and two other locations where rock art is found.

The students will be able to speculate on the meanings of ten symbols, as well write or discuss the importance of preserving the rock art for future generations.

LEARNING STRATEGIES

The students should be able to view the charts on the http://www.uen.org website or the Indian Education Program in Curriculum on the Utah State Office of Education website. Using a Video IPod, the maps and charts can be projected on a white board for a visual. Begin class by

discussing the location of rock art in Utah. Have class members share experiences of exploring in areas where rock art has been found.

Discuss the importance of preserving the art found on the rocks for future generations. Discuss the fact that we view it as art now; however, the people who made the rock art may have had other meanings for the symbols. The art may have been a means of communication among tribes.

Suggest that symbols found in Mexico, Canada, and Utah may have similar meanings.

"Primitive" is a word that must be fully clarified. It does not convey "savage, without spiritual beliefs"; rather, it is a stage of development not as sophisticated as we now know.

Stress to the students that rock art has been found on other continents, in areas inhabited by groups other than Indians.

Discuss the location of rock art on all continents: What similarities (such as availability of rock, humidity, dryness, presence of caves, or desert) do the sites share?

Compare the symbols of rock art and the symbols used today, such as signs (Stop, Yield, Walk, Don't Walk, and highway signs). Why do we use symbols today rather than the alphabet? Explain that the symbols used today are understood by most people, even those who do not speak English.

Resource materials can be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

CHART: United States Primitive Rock Art

Primitive Rock Art Glossary—Subjects and Symbols

World Primitive Rock Art

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02

United States Studies

OBJECTIVE: The students will evaluate the rock art found in the United States and other countries, and explore the meaning of symbols as well as societies that used symbols.

ESSENTIAL QUESTION 1: Did civilizations throughout the world use symbols on rocks for communication?

ESSENTIAL QUESTION 2: Did the development of symbols on rocks progress as humans progressed throughout the world?

ASSESSMENT EVIDENCE

In a changing society, needs are met and values adjusted according to environmental conditions. What prompted the originators of rock art to discard its use?

During class discussions, the students will speculate on the meaning of many symbols found on the charts and possible reasons why use of the symbols was not continued.

The students will write about other countries where rock art has been found, and will be able to compare the meaning of the symbols; this can be a research project to be completed in small groups or as individuals.

The students will know and discuss in class two locations in Utah where rock art has been found, and describe the physical environment of these places.

LEARNING STRATEGIES

Present rock art study by discussing the location of rock art found in the United States, Canada and Mexico. Discuss the geographies of the three areas, the climatic conditions, and the types of people who were in the area at the time rock art was used.

Speculate with the students about the reasons rock art was used. Explore symbols and their meaning, and the use of symbols instead of an alphabet.

Discuss preservation of the rock art—is this a value, art appreciation, or cultural act—or is it all three? Which groups of people in Utah would see the rock art as culture, and which see it as art? Have students express their opinions of rock art.

Have small groups report to the class on the similarities of the symbols discovered in various parts of the world. Include in report the peoples who may have originated rock art, speculate on the meaning of the symbols (what message is being conveyed?), and compare symbols in rock art to the meaning of signs used today for international understanding.

Do students today use symbols in place of words in art, music, homework, or play?

Class presentation: Recorded an event for presentation using symbols to convey meaning of a story, game, weather, names, etc.

Resource materials can be found listed at the end of the Guide.



UNITED STATES PREHISTORIC INDIAN CULTURES

SOCIAL STUDIES, GRADES 7-12

CHART: United States Prehistoric Indian Cultures

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

OBJECTIVE: Students will discover the development of the prehistoric cultures of the Western Hemisphere.

ESSENTIAL QUESTION 1: Why do some tribes' creation stories differ from the "Bering Strait" theory?

ESSENTIAL QUESTION 2: Did groups from various locations in the North American continent all develop through the same timeline?

ASSESSMENT EVIDENCE

Assign a research project, and allow students to view the maps on the computer (or project the charts using a Video IPod) and research each group. Students can learn about contributions to our society by these early cultures (i.e., foods, homes, tools, medicines, time-telling, etc.).

Research tribes' traditions about their creation. Many tribes do not believe their origin was through migration from the Bering Strait. Discuss the Star People; the beliefs of the Cree, Hopi, Navajo and Pueblo about their emergence into the Fourth World; and other creation beliefs of tribes. Using critical analysis, students will develop or support an existing theory about the different groups' origins. This project should be given more time because of the importance of establishing the foundation on which the students will build the rest of their information about the American Indians.

Students can research and create a report (oral or written) on suggested migration routes from Asia to Alaska. They can develop an opinion based on research and indicate similarities in tribes in Alaska and the continental United States

There were four major groups of cultures of prehistoric America; the students should be able to identify two theories about prehistoric cultures' origins through discussion or in a written report for class presentation.

LEARNING STRATEGIES

The charts on the computer at http://www.uen.org can be viewed by the students before and during the class presentation. The teacher can instruct on these four groups of prehistoric Indians:

- Eastern fluted point hunters (Modac)
- Eastern Archaic
- Eastern village farmers (western Hopewell, Mound Builders)
- Southwestern farmers (Hohokam, Anasazi)

Discuss in small groups the possibility that one group may have evolved into the next group.

Discuss the Mound Builders—their culture and spiritual beliefs—based on findings about their burial. In a class discussion, the students should list two cultural attributes for each of the four major groups studied (e.g., basket makers, mound builders, belief in afterlife, toolmakers).

Using the following passage, discuss the meaning of culture:

Culture Discussion Ideas by Brenda D. Francis, M.A.

Questions for students:

- 1. What do you think culture is?
- 2. Define material and non-material culture for the class, explaining differences and giving examples.

Definitions:

<u>Material culture</u>: Items you can touch and/or see. Clothing, shelter, food, books, medicine, written records, tools, art, etc.

Non-material culture: Items you cannot touch and/or see and which, if not recorded in some way, would be lost to archeologists in the future. Religion, language, and oral traditions.

Culture must always have a date; you cannot discuss culture without attaching a date to it, because the culture of a given group of people changes with time. This becomes obvious with the discussion points below.

Discuss the following:

- 3. Name some things that you think are part of modern American material culture.

 (Answers may vary from Nike or Skecher shoes to pizza, hamburgers, apple pie,
 American flag, blue jeans, the Internet, Star Wars, etc.)
- 4. Name some things that are non-material American culture (prom night, Halloween, English language, religion, etc.).
- 5. Name some items, material or non-material, which are not associated generally with American culture. Note that it may not be impossible to find examples of these in the United States, but that they are very uncommon here, and are likely to be associated with other cultures and/or other countries (e.g., bagpipes, communism, Buddhism, boomerang, Afrikaans or Arabic language, etc.).
- 6. Name some cultural items from America's past (ask the students to name items from a specific time period, such as Colonial, American Revolution, Civil War, Depression, etc.). Talk about how different the culture from that time period is versus the culture today.
- 7. What is American Indian culture? (Their answers may vary widely and will most likely be inaccurate, stereotypical, or outdated. Answers may include Indian [or Navajo] tacos, powwows, drums, teepees, hogans, buffalo, moccasins, braided hair, feathers in a headband, buckskin dresses, loincloths, scalping, beadwork, etc.)
- 8. Lead a discussion with the students about American Indian culture—that it was not and is not the same across the continent. When European explorers came to the American continent, there were literally hundreds of tribal groups whose material cultures varied widely, dependent upon the environment in which they lived, the natural resources available, etc. The non-material cultures were also very different from one another. There were hundreds of languages and dialects spoken on this continent, many oral traditions, and different religions and creation stories.

Resource materials may be found listed at the end of the Guide.



ANCIENT INDIAN RUINS—SOUTHWEST ANCIENT CLIFF DWELLERS—UTAH

SOCIAL STUDIES, GRADES 4-6

Charts: Ancient Indian Ruins—Southwest

Ancient Cliff Dwellers—Utah

Level 4 Standards: 6040-01; 02; 03; 04 **Level 5 Standards:** 6050-01; 02; 03; 04

Level 6 Standards: 6060-01; 03

OBJECTIVE: Students will learn of the ancient dwellings left by other groups of people who lived in the Utah region long ago.

ESSENTIAL QUESTION 1: Why did the ancient cliff dwellers live in such remote areas?

ASSESSMENT EVIDENCE

Have students write a short report on the physical features of the areas where the ancient dwellings are located. Describe materials used in the dwellings, type of architecture, and availability of water and food supplies.

The students will be able to state an opinion (based on class discussion and reading) on why the cliff dwellings were abandoned.

LEARNING STRATEGIES

While allowing the students to view the charts, explain the physical features of the areas in which these dwellings are located—remote, rocky plateaus, and little vegetation.

- Have land maps accessible for the students to use in locating the areas where the ruins are found.
- Present to the class the names of the tribes that built these dwellings, and discuss factors that may have influenced abandonment (i.e., drought, enemies, community decision to move to another area, epidemics, etc.).
- Discuss Mesa Verde, in the Four Corners region, where the community lived in cliff dwellings and planted crops on the "mesa verde" (green table) above the cliffs.
- Introduce tribal or group names (such as Basket Makers, Hohokam, and Pueblo), and discuss the one distinct feature which they all shared; have class presentations from small student groups.

Discuss the arts of the early Indian groups—did they weave, make pottery, and have decorated "windows" in the pueblos?

Identify communities that are still inhabited today (such as Oraibi on the Hopi Reservation in Arizona or Acoma in New Mexico) that are reflective of cliff dwellings. Do the people maintain a communal way of life, as practiced by earlier tribes living in cliff dwellings? Compare that communal life to living in a condo in a local community.

Discuss the numbers of people who once inhabited these cliff dwellings (such as Pueblo Bonito, which had 1,200 inhabitants at one time). Compare that number with a small town in Utah. What similarities can be found between a community in Utah today with 1,200 people and a cliff dwelling with 1,200 people?

Have class members who have visited ancient cliff dwellings share their experiences with the class, either in oral or written form.

RESOURCES

(Additional resource materials are listed at the end of the Guide.)

Computers to view the maps and charts or Video IPods to project the charts on the screen.

Books: Stirling, Matthew. *Indians of the Americas*. National Geographic Society, 1978.

Farb, Peter. Man's Rise to Civilization. Dutton & Co., 1968.

Films: Ancient Ones of Grand Gulch

Mesa Verde: Mystery of the Silent Cities

More Than Bows and Arrows



SOCIAL STUDIES, GRADES 7-8

Charts: Ancient Indian Ruins—Southwest

Ancient Cliff Dwellers—Utah

Level 7-8 Standards: 6100-01; 02; 03;

Utah Studies

Level 7-8 Standards: 6120-01; 02;

United States History

OBJECTIVE: The students will evaluate the contributions of the early American Indians to the development of the United States.

ESSENTIAL QUESTION 1: Why did ancient peoples or tribes live in remote, almost inaccessible places?

ASSESSMENT EVIDENCE

Assign reports from small groups of students on tribal names, the culture each tribe developed, the location of dwellings, and comparisons with their descendants' culture and dwellings today. You may also have students research and report, orally or written, about Oraibi and Acoma. Arizona and New Mexico are claimed as the oldest continually inhabited locations in the United States, approximately 1,300 years old.

LEARNING STRATEGIES

Present the background for the beginning this section. Describe the physical features of the area—rocky, arid, and mountainous, with cliffs.

Lead a discussion on prehistoric man's adaptation to his environment (i.e., why did the cliff dwellers select such an area to build a community?).

Present to the class the identity of cliff dwellers (i.e., Basket Makers, Hohokam, Pueblo, Hopi), and discuss cultural effects we enjoy today from these Indians.

Have class members who have visited ancient cliff dwellings share their experiences with others. Have students discuss three locations of cliff dwelling remains in Utah.

In a class discussion, compare students' hometown to the communities or cliff dwellings studied (i.e., governmental structure, values, supply and demand for food and clothing).

The students can discuss three areas where cliff dwellings are located, and identify five similarities between condominium living and ancient community living.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Ancient Indian Ruins—Southwest

Ancient Cliff Dwellers—Utah

Level 9-12 Standards: 6200-01; 02; 03; 04;

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

OBJECTIVE: The student will discover how early Indians lived in the Southwest.

ESSENTIAL QUESTION 1: Why did the ancient people build dwellings in places that were so remote?

ASSESSMENT EVIDENCE

The student will be able to identify four locations of ancient cliff dwellings and discuss in class factors that may have influenced abandonment of dwellings by earlier tribes.

The students will be able to list three cultural functions the ancient tribes engaged in, and name two tribes that today continue to inhabit remote cliff dwellings.

Using the computer to view or a Video IPod to view the map, have students develop an opinion of the reasons that influenced building in remote areas. Are there one or more factors that are the same in Arizona, New Mexico, Colorado, and Utah (i.e., food supply, water, spiritual beliefs)?

The students will be able to state three influences on communal living, and discuss in class or list two reasons why the cliff dwellings were in such remote areas.

LEARNING STRATEGIES

Lead a discussion on location, climate, and landforms of cliff dwellings. Present three locations for students to become familiar with: Oraibi, Arizona; Acoma, New Mexico; and Mesa Verde, Colorado. Include building structure and function in the discussion. The students should view the charts at http://www.uen.og

- Speculate on governmental structure in these communities.
- Compare ancient with present-day Pueblo tribes as to form of government, cultural affairs, food sources, etc.

Have small groups present to the class on changing needs and values that may have influenced environmental changes (larger tribes moving in, food supply diminished). Compare those factors that influence modern inhabitants' movement from one community to another (i.e., work, family relationships, illness, etc.).

Students can research and write a report on community development of the time when early Indians built the cliff dwellings. Was it a carefully developed plan for building? Speculate on which community functions played a part in the building and style of cliff dwellings (.e., spiritual ceremonies, food storage, living quarters)

Resource materials may be found listed at the end of the Guide.



LANGUAGE FAMILIES OF NORTH AMERICA INCLUDING EASTERN SIBERIA NATIVE AMERICAN TRIBES OF NORTH AMERICA

SOCIAL STUDIES, GRADES 4, 5, 6

CHARTS: Language Families of North America Including Eastern Siberia (color)

Native American Tribes of North America

Level 4 Standards: 6040-01; 03; 04 **Level 5 Standards**: 6050-01; 04

Level 6 Standards: 6060-01; 03; 05; 06

OBJECTIVE: The students will be introduced to the many different language groups of the American Indians, and gain a better understanding of language families and the connections between tribes.

ESSENTIAL QUESTION 1: Why is there a language connection between tribes located geographically a great distance from one another?

ASSESSMENT EVIDENCE

The students will be able to discuss in class or list those traits that comprise a language family.

The students will be able to discuss languages spoken in the Utah region and how they relate to languages in Mexico.

LEARNING STRAGIES

The students will be introduced to the linguistic families of the American Indians by class presentation and viewing the charts.

Present language families within the Utah region, including languages spoken by the Hopi, Utes, Navajo, Paiute and Shoshone.

Introduce a resource speaker of one of those languages, and prepare a lesson for the speaker (e.g., have the resource speaker tell a short story in his/her native tongue, teach the students a short song, and write some of the language's words on the board).

Explain to the students that it is good to be bilingual; however, we all learn English so that in our country we can all communicate in one language. Ask students to share languages they speak besides English.

Students can make a chart similar to the language families chart to display by color those tribes that spoke languages from the same language families. Speculate on the differences and similarities of languages within language families.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-12

Charts: Language Families of North America Including Eastern Siberia (color)

Native American Tribes of North America

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01-02-03

OBJECTIVE: The student will learn of the various languages spoken by Indian tribes within the Utah region.

ESSENTIAL QUESTION 1: Why did Indian tribes speak different languages, if they were all native or indigenous people?

ASSESSMENT EVIDENCE

The students will be able to list or discuss language groups of American Indian tribes in the Utah region.

The students will be able to recognize words of Indian origin that are used in everyday American English. Identify the languages from which these words came.

The students will be able to discuss various Indian tribes within a region—their language, culture, and food—and compare these to Indians of that same group today

The students will be introduced to the language families of the Utah region by listing words spoken daily by students that are, in fact, Indian language words—"Utah," "Wasatch," "Sanpete," "Uintah," etc.

The students should share with the class languages they speak other than English. Discuss the contributions of various languages to American English.

On the language family chart, which language family appears to have the most languages within it (i.e., Athapascan, Algonquin)?

Speculate on speakers of Athapascan languages in Siberia and Alaska, and in the southwestern part of the United States—are they the same tribal groups?

Looking at the North American Indian tribes chart on the computer, discuss the number of Indian tribes in the country. Are there as many languages? How did earlier tribes communicate? Discuss the sign language of the Plains Indians.

LEARNING STRATEGIES

As a class, research a tribe(s) within a particular region. Discuss language, tradition, customs, food sources, housing (type and materials), and suitability of housing, and include a section on the same tribe today. What language is now used? Have traditions and customs been retained? A panel of students who address different aspects of the language, tradition, customs and housing will prepare students for the assessment.

Resource materials may be found listed at the end of the Guide.



NATIVE AMERICAN TRIBES—U.S. INDIAN DWELLINGS AND HOMES

SOCIAL STUDIES, GRADES 4, 5, 6

Charts: Native American Tribes—U.S. Indian Dwellings and Homes

Level 4 Standards: 6040-01; 02; 03; 04; 05 Level 5 Standards: 6050-01; 02; 03; 04 Level 6 Standards: 6060-01; 03; 05; 06

OBJECTIVE: The students will learn of the variety of dwellings used by the Indian tribes and of the location of Indian tribes in the United States.

ESSENTIAL QUESTION 1: Why did some of early Indian tribes not build permanent homes

of wood, plaster, or mortar?

ASSESSMENT EVIDENCE:

The students will be able to identify, in a class discussion with the teacher monitoring participation, three types of materials used to build earlier Indian homes.

The students will be able to write reasons for using the following materials in constructing homes: animal hides, timber, logs, branches, mud, adobe or rocks.

The students will be able to identify three groups of American Indians and the type of dwellings used by each tribe.

The students will be able to list one example of American Indian influence on contemporary dwellings/architecture.

Students will study, by teacher presentation and their own research, the various tribes in the Utah region. Do the same Indian tribes live here today? Where are they located?

Students may choose to construct a dwelling representative of a dwelling used by a historic Indian tribe.

Explore with the students the impact Indian home construction has had on modern buildings (e.g., Pueblo cliff dwellers and modern condos or apartment units, or Plains Indians tepees and modern tents and trailers).

Explore different types of homes within Utah and consider the national origin of homes within the students communities.

LEARNING STRATEGIES

Begin with the Indian dwellings and homes chart that can be viewed on the computer at http://www.usoe.k12.ut.us/curr/indianed/ or, using a Video IPod, present a background of four different types of Indian dwellings. Stress that the design and materials were adapted to the location, resources available, and climatic conditions—e.g., tepees used by the Plains Indians were made from animal hides; animals were plentiful at one time on the plains. Woodland tribes used wood, logs, and branches to build.

Lead the discussion to indicate that the dwellings of the settlers were comparable to what the Indians had at that time.

Compare the dwellings of Indians and non-Indians today. Are they more similar than different? Discuss or report on home construction by American Indians in Utah in the 1800s and 1980s.

Resource materials may be found listed at the end of the Guide.



Charts: Native American Tribes—U.S.

Indian Dwellings and Homes

Level 7-8 Standards: 6100-01; 02; 03

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: The students will be introduced to historic dwellings of American Indians and identify various methods of tribal construction.

ESSENTIAL QUESTION 1: Why did different tribes use different materials in building their dwellings?

ASSESSMENT EVIDENCE

The students will be able to speculate on what forms of construction American Indians used for dwellings.

The students will be able to discuss the status of American Indians' way of life today. Students should explore the similarities between some types of historic Indian dwellings and modern dwellings, i.e., Pueblo cliff dwellings and modern condos; Plains Indians tepees and modern tents.

The students can prepare reports in small groups on several major groups or tribes of Indians, including location, language, and dwellings.

LEARNING STRATEGIES

Using the chart (displayed on the computer), allow the students time to locate the Indian tribes in their respective locations.

Point out the many different tribes with different languages, and indicate that each tribe's dwellings depended on the available resources: Woodland tribes used wood, bark, and branches; Plains Indians used animal hides; and southwestern tribes used available materials.

Indicate that early settlers followed Indian methods of home construction for a period of time. The difference would be that the Indian tribes often had an ongoing relationship with the climate and environment, so they did not build strong doors or windows to keep out the weather.

In a class discussion, explore the idea of Indians today living the same way most other people live.

Resource materials are at the end of the Guide.

SOCIAL STUDIES GRADES 9-12

Charts: Native American Tribes—U.S.

Indian Dwellings and Homes

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02; 03

United States Studies

OBJECTIVE: The students will learn about American Indian tribes in the United States and the historic dwellings of the tribes.

ESSENTIAL QUESTION 1: Why did the different Indian tribes have different dwellings, and what was the first "mobile home"?

ASSESSMENT EVIDENCE

The students will identify specific regions or states for in-depth study. Identify tribes within that area and study from a historical view to the present. Include location (1800s-1980s) and type of dwelling (1800s-1980s).

Discuss the impact Indian architecture has on contemporary construction—materials, structural design, and aesthetics.

Discuss why natural resources were important to the American Indian in design and materials used. Are contemporary builders affected by climate and geographic location?

Discuss ten different games and sports listed on the charts. Explore with the students similarities between games of the early Indian and games the student plays today.

Demonstrate and have children participate in a game listed on the chart—a hand game and a physical activity game.

LEARNING STRATEGIES

Give an overview of American Indian tribes in the United States from the charts, using the computer or Video IPod.

Identify at least fifteen major tribes and four lesser known tribes. Discuss location, language, type of dwelling, and style of life.

As a class, discuss how climate and environment determines how we build homes and what materials we use

Resource materials are listed at the end of the Guide.

INDIAN VILLAGE SCENES AND ACTIVITIES INDIAN GAMES AND SPORTS EARLY INDIAN VILLAGE SCENES

SOCIAL STUDIES, GRADES 4-6

Charts: Indian Village Scenes and Activities

Indian Games and Sports
Early Indian Village Scenes

 Level 4 Standards:
 6040-01; 02

 Level 5 Standards:
 6050-01

 Level 6 Standards:
 6060-01

OBJECTIVE: The students will be introduced to activities of the early American Indians and learn of the sports and games played by the early Indians.

ESSENTIAL QUESTION 1: When did the American Indians have time for games and sports? **ESSENTIAL QUESTION 2:** Why did the early American Indians and early settlers relate well to one another at first?

ASSESSMENT EVIDENCE

The students will be able to list five contributions made by the early Indians of Utah Territory, such as activities, food gathering techniques, games played, and clothing.

The students will be able to participate in an oral discussion or, if necessary, list four ways in which climatic conditions affected the Indians' way of life.

The students will be able to write about four ways in which the climate affected the early pioneers in Utah territory and what similarities the Indians and pioneers experienced in housing and clothing.

LEARNING STRATEGIES

From the charts listed above, select seven different scenes that relate to Utah Territory. Discuss the activities shown and compare chores that must be a daily task to produce harmonious living conditions: food preparation, repairs on shelters, making of clothing, and ceremonial or spiritual tasks. Are there similarities between the tasks of the Indians and the tasks of the early pioneers in Utah Territory?

Discussion points for the teacher:

- Discuss the contributions the Indians have made, and whether we feel the effects of their contributions today (i .e., architecture, places of spiritualism, ceremonial places, community squares).
- What role do you think the women played in the early Indians' daily life? What role did the men play? Were the children responsible for helping?
- Discuss climatic conditions of the Utah Territory during the time of the early Indians. Do these same climates still exist in Utah?
- Did the foods the early Indians hunted and harvested depend on the climate? Did the Indians in Utah Territory hunt seals? Did they use canoes to fish?

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Indian Village Scenes and Activities

Indian Games and Sports Early Indian Village Scenes

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: The students will explore contributions made by early American Indians in such areas as architecture, the arts, food and recreational activities.

ESSENTIAL QUESTION 1: Why is it important to learn about the early Indians' games and sports and village life?

ASSESSMENT EVIDENCE

Students research an area of the historic Utah Territory. Identify the groups of Indians that lived there, and discuss their clothing, food, and shelters and relate those three things to the climatic conditions that existed at the time.

Students make a class presentation on the roles the various tribal members played. Did women contribute to food preparation and gathering? Did only the men repair shelters? What role did children play in daily activities? Compare the roles of children then and the activities and roles of children in Utah today.

The students will be able to participate in an oral discussion of recreational activities the early Indians had that are popular sports still appreciated today.

Study the chart listing Indian games and sports. Have the class discuss types of activities known then by the Indians, the skills necessary to play the games or sports, and which games evolved into games we play today.

Students can research and make a class report on games played by the early Indians, and demonstrate hand games in class.

Viewing the charts, discuss the scenes showing the Indians at recreation. What similarities do the students find between activities then and recreational activities today?

LEARNING STRATEGIES

Begin the lesson by displaying the charts using a Video IPod or allowing students to use computers; selecting scenes from the charts that represent locations in Utah Territory, discuss the activities shown.

Discuss with the students the conditions that caused the Indians to build the way they did. Questions to bring up in class include: What role did art play in the decoration of ceremonial places? Is this same art used today by students or their families, such as Navajo rugs, sand paintings, or rock art?

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Indian Village Scenes and Activities

Indian Games and Sports Early Indian Village Scenes

Level 9-12 Standards: 6200-01; 02; 03; 04; 05

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03; 04; 05

Ancient World Civilizations

Level 9-12 Standards: 5250-01; 02; 03; 014; 05; 06

United States Studies

OBJECTIVE: The students will study and evaluate interrelationships between physical and cultural life

ESSENTIAL QUESTION 1: Why is learning about other cultures and how they affected our modern life so important?

ASSESSMENT EVIDENCE

Students will be able to make comparisons between activities prevalent in the Indian way of life and the way of life the student is familiar with, based on geographic location. This can be presented in an oral report during class or a written report.

Students will be able to discuss six popular sports enjoyed today which may have evolved from sports and games played by early Indian tribes.

Students will be able to state an opinion on whether nature or people control the environment, based on the knowledge at hand and knowledge of earlier Indian groups and their lifestyles.

"Probablism states that people, not nature, are the most important components of an environment. People select what they want from among the wide range of possibilities contained within most physical environments." Using this quotation, compare early Indian activities to those of early pioneers, and then those two activities to what we enjoy in our lives. Is the statement true? Students express an opinion and base it on scenes from the charts and knowledge of life today.

LEARNING STRATEGIES

Teachers present four climates within the United States and prepare the students for class discussion on the influence climate has on housing, food, recreational activities, spiritual ceremonies, and clothing (e.g., on the chart "Indian Village Scenes and Activities," row 1, picture 3—why did the Indians not use permanent structures rather than animal skins for

shelters? Row 3, picture 4—what were the climatic conditions that allowed for such an elaborate recreational facility?).

Students could research in small groups and report on one geographic area of the United States, relating the Indians' way of life in that area—what were the food sources, recreational activities and spiritual ceremonies like? Were they dependent on climate and location, or were they just based on cultural values?

Hold a class discussion on similarities between activities shown of the early Indians and activities today. Does climate play a part in the activities? Have climatic conditions changed? Has technology made a difference in recreational activities enjoyed today?

Using the Indian games and sports chart, discuss the similarities between games of then and games we know today. Speculate on which games Northeast Indians may have enjoyed and why, and on games that the Southwest Indians played. Are there similarities in games played in these areas today?



CONTRIBUTIONS NATIVE AMERICANS—EDIBLES CONTRIBUTIONS MEDICINAL AND PHARMACEUTICAL UTAH-GREAT BASIN MEDICINAL AND PHARMACEUTICAL CONTRIBUTIONS—HOPI—NATIVE DYE SOURCES

SOCIAL STUDIES, GRADES 4-6

Charts: Contributions of Native American—Edibles (color)

Contributions Medicinal and Pharmaceutical Utah-Great Basin Medicinal and Pharmaceutical Contributions—Hopi—Native Dye Sources (color)

 Level 4 Standards:
 6040-01; 02

 Level 5 Standards:
 6050-01

 Level 6 Standards:
 6050-01

OBJECTIVES: The students will be introduced to the American Indians and their ability to use

their natural environment and the resources. Emphasis should be placed on the Indians of the Utah region.

ESSENTIAL QUESTION 1: How did the early American Indian tribes find and use natural resources to live?

ASSESSMENT EVIDENCE

The student will be able to identify seven foods the Utah settlers adopted from the Ute, Navajo, Paiute, Goshute and Hopi Indians.

The student will be able to identify three Kachina dolls, explain what they represent, and identify three natural paints used on the dolls. Write a short story on one Kachina doll and its meaning.

The student will be able to list three common plans found in Utah and name their medicinal use, either in small group discussion or in a worksheet developed by the teacher.

LEARNING STRATEGIES

Display the charts on a Video IPod (or have each student view on the computer). Select from the edibles on the charts foods grown today in Utah. Discuss the influences the Navajo, Ute, Shoshone, Goshute and Paiute had on foods the early settlers adopted.

Show five plants early settlers obtained from Indians and their possible medicinal uses (e.g., the western chokecherry was used for colds, eye soreness, eyewash and sties).

Discuss the cultural contributions made by the Navajo and Hopi—the importance of Kachina dolls and the natural paints used to color the dolls. Consider having a member of the Navajo, Zuni, or Hopi tribe come to the class and explain the importance of the Kachina dolls and their meaning to the members of the tribes.

Have a class discussion comparing of the Kachina dolls with symbols used today by society.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Contributions of Native Americans—Edibles (color)

Contributions—Medicinal and Pharmaceutical Utah-Great Basin Medicinal and Pharmaceutical Contributions—Hopi—Native Dye Sources (color)

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards:

6120-01; 02

United States History

OBJECTIVE: The students will be introduced to American Indians' role in the development and history of the United States.

ESSENTIAL QUESTION 1: Why did the tribes not market their knowledge of medicines and other knowledge they had of natural resources?

ASSESSMENT

Class presentations can be made on medicines used by the Indians and where those plants can be found in Utah.

The students will be able to identify major sources of medicines used by the American Indians and adopted by early settlers.

A class demonstration can be held on dyes used by Indians compared to the dyeing process today.

Have class presentations and demonstrations by small groups on the significance of Kachinas, pottery and weaving as these arts are maintained today.

LEARNING STRATEGIES

Using the charts, the class will discuss the cultural and spiritual significance of the Kachinas in the Navajo, Hopi, and Zuni tribes today.

The importance of foods adopted from the Indians and their role in assisting in the development of the West can be discussed or researched and presented to the class by pairs, groups, or individuals

Explore elements of American Indian culture that have an impact on our daily lives; discuss the following:

- Language (chocolate, okay, squash, Wasatch, Uintah, Tooele, Utah, Ohio, Kansas, Mississippi, Timpanogos, etc.)
- Foods (corn, squash, gum, chili, potatoes, tomatoes) traditionally cultivated by Indian tribes
- Arts and crafts (turquoise jewelry, paintings, pottery, rug weaving, etc.)

Resource materials may be found listed at the end of the Guide.

SOCIAL STUDIES, GRADES 9-12

Charts Contributions Native American—Edibles (color)

Contributions—Medicinal and Pharmaceutical Utah-Great Basin Medicinal and Pharmaceutical Contributions—Hopi—Native Dye Sources (color)

Level 9-12 Standards: 6200-01; 02; 03; 04

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02

United States Studies

OBJECTIVES: The students will be introduced to the contributions made by the American Indians in foods and medicines.

ESSENTIAL QUESTION 1: Did the American Indians and early settlers know about the same medicines and foods?

ESSENTIAL QUESTION 2: Did the early settlers and American Indians share their knowledge?

ASSESSMENT EVIDENCE

Using visual displays depicting foods, medicines, and dyes, the students will learn of the experiences and contributions of the American Indians through class discussion and research assignments.

The students could write a report on medicines used by the Indians in the 1800s and how the uses of such medicines have developed today. Comparisons of six major drugs can be discussed.

Using the chart depicting dyes, kachinas, pottery, and weaving as an aid, the students can explore the importance of the arts, then role play in the lives of early Hopi and Navajo.

Identify elements of American Indian culture that have an impact on our daily lives, considering the following:

- Foods
- Language
- Arts and crafts
- Philosophies and concepts
- Sports

- Government and leaders
- Natural resources

LEARNING STRATEGIES

From the charts that are displayed on a Video IPod or individual computers, the students will learn of contributions to food and medicines made by the American Indians.

The students should be able to discuss the importance of Kachinas in the lives of the certain tribes today, comparing that importance with the traditions and spiritual ceremonies of non-Indians

After viewing the charts and holding a class discussion, the students will be able to speak about elements of Indian culture that have an impact on our daily lives, and acknowledge that different groups of people add to our American society and culture today.

Resource materials may be found listed at the end of the Guide.



EXPLORATION ROUTES AND TRAILS— SPANISH 1512-1835

SOCIAL STUDIES, GRADES 4, 5, 6,

Charts: Exploration Routes and Trails—Spanish 1512-1615

Exploration Routes and Trails—Spanish 1607-1675 (color) Exploration Routes and Trails—Spanish 1675-1800 (color) Exploration Routes and Trails—Spanish 1800-1820 (color) Exploration Routes and Trails—Spanish 1820-1835 (color)

Level 4 Standards: 6040-01; 02; 03; 04 Level 5 Standards: 6050-01; 02; 03; 04 Level 6 Standards: 6060-01; 02; 03; 05

OBJECTIVE: The students will be introduced to the exploration by early explorers of the United States. The students will see the influence of early explorers.

ESSENTIAL QUESTION 1: What was the motivating factor for explorers from the early 1500s to the 1800s?

ASSESSMENT EVIDENCE

Who were the most famous explorers of the West, and what did they do?

What happens when two different groups of people meet for the first time? Does one culture become absorbed by the other, or is there fusion of the two cultures? Does one emerge dominant?

After early exploration of the West, were the Indian tribes as free to move about their country as before? If not, why?

Students could research and present events that occurred after the two groups met and either write or give an oral presentation to the class.

LEARNING STRATEGIES

Begin the presentation by introducing the maps, explaining the legends on each map with colored routes and names of the early explorers.

Begin with May 1607-1676. Discuss the country that sent each explorer and what the explorers expected to accomplish.

- Discuss the cultural contributions the early explorers left and what cultural contributions the early Indians gave to the explorers to take back to their homes, i.e., foods, medicines, clothing.
- Discuss the early Indian tribes in the East who experienced first contact with explorers from France and England—the Delaware, Iroquois, Narragansett, Wampanoag, and Penobscot. Are these familiar names?
- Research the events surrounding first contact between explorers and Indian tribes.

In the western part of the United States, discuss the mission of the Spanish explorers—to discover gold and convert the Indians to Christianity.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Exploration Routes and Trails—Spanish 1512-1675

Exploration Routes and Trails—Spanish 1607-1675 (color) Exploration Routes and Trails—Spanish 1675-1800 (color) Exploration Routes and Trails—Spanish 1800-1820 (color) Exploration Routes and Traits—Spanish 1820-1835 (color)

Level 7-8 Standards: 5100-01; 02; 03

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVES: The students will evaluate the exploration period of the United States, focusing on early explorers and early Indian tribes of the United States. The students will become aware of the influences of both the Indians and explorers.

ESSENTIAL QUESTION 1: Why did the early explorers seek to enslave, exterminate or subdue the American Indian tribes who helped them?

ASSESSMENT EVIDENCE

What influence did the Spanish explorers have on the development of the government of the United States?

What influence did the early Indian tribes have on the development of the United States government? Were Indians responsible for the survival of any explorers? Discuss the tribes in the eastern part of the United States that had the most contact with early explorers.

What group of explorers came north into the upper Midwest of the United States? What influence did they leave?

Early French explorers intermarried into many Indian tribes; why did the Spanish and English not intermarry very much?

The students will be able to list four countries that explored the United States in the period of 1600-1835 and the legacy they left behind.

The students will be able to list contributions made by the early explorers to the United States and whether they are still used today.

The students will be able to list contributions made by the Indians to the explorers, and how their influence is felt today in the United States.

The students will be able to list dates and names of important explorations and areas explored. The students will be able to list five cities with names resulting from the influence of the first explorers on the United States.

LEARNING STRATEGIES

The students will study the routes and trails taken by the explorers from England, tribes Encountered, and the influences left by the early explorers on the Indian tribes.

The students will, in small groups, study the Indian tribes who benefited from early explorer contact, and make a class presentation on those benefits.

The students will learn of important explorers and the dates they made their explorations by viewing the charts and discussing them in groups.

The students will evaluate the attitude of the Indian tribes after first contact with the explorers. Were the Indian tribes helpful in the beginning? How?

The students will look at the effect the early explorers had on the lifestyle of the southwestern Indians and California Indians.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 10-12

Charts: Exploration Routes and Trails—Spanish 1512-1675

Exploration Routes and Trails—Spanish 1607-1675 (color) Exploration Routes and Trails—Spanish 1675-1800 (color) Exploration Routes and Trails—Spanish 1800-1820 (color) Exploration Routes and Traits—Spanish 1820-1835 (color)

Level 9-12 Standards: 6200-01; 02; 03; 04; 05

World Cultural Geography, Part I Level 9-12 Standards: 6220-01; 02

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02

United States Studies

OBJECTIVE: The students will become aware of countries that explored the early United States and the effects of their influence on the environment of this country.

ESSENTIAL QUESTION 1: Why did the early explorers feel that the country was theirs to explore for their countries, and put their claim on the land?

ASSESSMENT EVIDENCE

Students can write a report on the skills the explorers learned from their contact with the Indian tribes and the skills the Indians gained from their contact with the culture of the explorers.

What environmental changes occurred because of the exploration (e.g., in food supplies, movement of tribes, politics, etc.)?

Students could make small group presentations on western, eastern, northern and southwestern explorations. Discuss the political, economic, and environmental changes.

The students will be able to form an opinion based on class presentations and research on which country had the most influence on the developing government of the United States.

LEARNING STRATEGIES

Begin presentations by discussing countries that were prominent in the exploration of the United States. Discuss the routes that France, Russia, and Spain took in exploring this Country, asking the following questions:

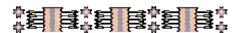
- What was each country's purpose in exploring this country?
- Which country had the most influence on the development of this country?
- Which Indian tribe in the east was the first tribe to make contact with the explorers, and what were results of that contact?

Viewing the charts and maps, identify the cultural contributions that have been made by the explorers and Indian tribes of each particular area.

Discuss the needs of the explorers and how the Indians contributed to the survival of the explorers.

What role, if any, did the early explorers play in the decline of population of the Indian tribes?

Resource materials may be found listed at the end of the Guide.



MISSIONS AND PRESIDIOS OF THE OLD SOUTHWEST

SOCIAL STUDIES, GRADES 4-6

Charts: Missions and Presidios of the Old Southwest: Including Some Farms,

Ranchos, Settlements and Towns

Level 4 Standards: 6040-01; 02

Level 5 Standards: 6050-01; 02; 03; 04 **Level 6 Standards:** 6060-01; 03; 05

OBJECTIVE: The students will learn of the Spanish influence on the development of the western portion of the United States.

ESSENTIAL QUESTION 1: Why did the Spanish feel it was necessary to build missions and presidios throughout the lands they explored?

ASSESSMENT EVIDENCE

The students will gain an understanding through class discussion of Spanish influence on the southwest United States, and the students will identify two present highways that follow Spanish exploration routes in Utah.

The students will identify and list Spanish influences that affect their lives today, and explain the basis for their opinions.

LEARNING STRATEGIES

Using the charts, the students will be introduced to the Spanish explorations through teacher presentation and visual aids (charts).

Discuss the purposes of Spanish exploration (to spread Christianity and search for gold), and whether the Spanish affected the Indian tribes with whom they came in contact.

Discuss in class whether the Spanish forced Christianity onto the Indians tribes they encountered. Discuss the rebellion of the Pueblo Indians. Did this rebellion force the Spanish out? If so, for how long?

The students in pairs could research and report back in class about Spanish explorations opening up routes and trails from Mexico into California and surrounding areas.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Missions and Presidios of the Old Southwest: Including Some Farms,

Ranchos, Settlements and Towns

Level 7-8 Standards: 6100-01; 02

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: Students will gain an understanding of the impact of Spanish influence on the Southwest United States.

ESSENTIAL QUESTION 1: Why did the Spanish explorers deal with the American Indian tribes so violently?

ASSESSMENT EVIDENCE

The student will gain an understanding through class discussion of the Spanish influence in the Southwest United States.

The student will identify three Spanish explorers and the routes they took in written form or an oral report, and identify three ways in which Spanish influence has an impact on us today in a class discussion with teacher monitoring.

LEARNING STRATEGIES

Review with students the Spanish Exploration Routes Chart and have them do the following:

- Name three Spanish explorers and discuss their reasons for exploration.
- Identify present-day major cities where their routes began, traversed, and ended.
- Have students identify three missions or presidios on the exploration routes selected by the student.
- Using a road map/atlas and charts, have students identify in a selected state at least twelve place names of Spanish origin (e.g., cities, mountains, rivers, counties, etc.). This could be group work.
- Discuss with the students at least three Indian tribes with whom the Spanish had contact in their explorations (e.g., in Utah, Arizona, New Mexico, Texas, etc.).

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Missions and Presidios of the Old Southwest: Including Some Farms,

Ranchos, Settlements and Towns

Level 9-12 Standards: 6200-01; 02; 03; 04

World Cultural Geography, Part I Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02; 03

United States Studies

OBJECTIVE: Students will learn of Spanish influence on the settlement of the Southwest United States.

ESSENTIAL QUESTION 1: What was the reason for Spanish explorers and settlers building presidios and missions?

ASSESSMENT EVIDENCE

Have students do research for small group presentations on the impact of Spanish exploration and rule on the settlement of the Southwest

Initiate individual or small group presentations on one of the following:

- The impact of Spanish rule and Christianity on the native peoples of the Southwest.
- All the place names in a state of the student's choosing which are of Spanish origin.
- Ways in which Spanish culture affects our lives today (i.e., food, clothing, music, vocabulary, etc.).

Students will gain an understanding through class discussion of Spanish influence on the Southwest United States.

- Students will research and make presentations on the Spanish settlement of the Southwest.
- Students will do presentations on how Spanish culture influences our lives today.

LEARNING STRATEGIES

Display the charts using a Video IPod (or by having each student do individual computer research) and discuss the following:

- Purposes for Spanish exploration (i.e., trade routes, gold, land acquisition, Christianity, etc.).
- Influence and impact on the native peoples.
- Interactions with other powers (i.e., politics, economics, conflicts, religion, etc.).

Resource materials may be found listed at the end of the Guide.



HUDSON BAY COMPANY

ANIMALS OF THE FUR TRADE—ORIGINAL HABITAT AREAS TRANSPORTATION OF THE FUR TRADE—HISTORY OF TRANSPORTATION GREAT BASIN RENDEZVOUS—FT. BRIDGER, WYOMING

SOCIAL STUDIES, GRADES 4, 5, 6

Charts: Hudson Bay Company

Animals of the Fur Trade—Original Habitat Areas (color) Transportation of the Fur Trade—History of Transportation Great Basin Rendezvous—Ft. Bridger, Wyoming (color)

Level 4 Standards:6040-01; 02; 03; 04Level 5 Standards:6050-01; 02; 03; 04Level 6 Standards:6060-01; 02; 03; 05

OBJECTIVE: The students will study the influences the early fur trappers had on the development of society today.

ESSENTIAL QUESTION 1: What influences did the early fur trappers have on the development of society today?

ASSESSMENT EVIDENCE

What countries sent trappers to the American territories? What contributions did the trappers make to establishing roads and water transportation?

- In small groups, the students could research and study for class presentation those trappers who were also famous explorers.
- Students could share experiences of viewing a present-day rendezvous or participation in a present-day rendezvous.

The student will be able to state and discuss two reasons for the decline of the fur trade.

LEARNING STRATEGIES

Display the charts and begin the presentation by discussing the importance of fur trading in the 1700s and 1800s, prior to the development of the United States.

Discuss the role of American Indians in the fur trade. Were they involved in the fur trade?

What uses did the Indians have for the animal hides and furs?

- Did the Indians play a role in transporting the hides?
- What effect did the decline of fur trade have on the Indian tribes?

Resource materials may be found listed at the end of the Guide.

SOCIAL STUDIES, GRADES 7-8

Charts: Hudson Bay Company

Animals of the Fur Trade—Original Habitat Areas (color)
Transportation of the Fur Trade—History of Transportation
Great Basin Rendezvous—Ft. Bridger, Wyoming (color)

Level 7-8 Standards: 6100-01; 02

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: The students will evaluate the contributions made to our country by the early fur trade.

ESSENTIAL QUESTION: Did every region in North America have fur trappers and traders?

ASSESSMENT EVIDENCE

Students can write a report, class presentation, or oral presentation using charts as visuals, discussing the following:

- What cultural influences did the trappers bring with them (i.e., music, food, spiritual beliefs, clothing, utensils, etc.)?
- Did the early trappers adopt any culture from the Indians?
- Did the early trappers marry into Indian tribes?
- What influences did the trappers bring to later exploration of the United States?

People today find a mystique about the early trappers and—as a recreation, hobby, or means of relaxation—may spend time living as early trappers and Indians did. Speculate the reasons for this. What animals were the Indians dependent on for food, shelter, clothing that suffered as a result of hunting and trapping for animal hides and skins?

LEARNING STRATEGIES

Studying the early trappers, the countries they represent, their purpose, the animals they trapped, and the use of the furs, students will work in groups to share with class their findings.

- The economy of the United States depended on fur trade at that time.
- The students will learn how furs were transported from places where they were trapped to places where they were used.
- Did the means of transportation open up trade routes between Indians and other countries?

Students can share experiences with camping and hunting, and relate today's hunting and camping to early trappers. What conveniences do we have as a result of trappers?

Invite an Indian person or mountain man to class for demonstration and discussion.





INDIAN RECORD KEEPING—OGLALA SIOUX ROSTER INDIAN RECORD KEEPING—LONE DOG'S COUNT: A 70-YEAR CALENDAR OF THE DAKOTA NATION INDIAN RECORD KEEPING—BATTLE OF THE LITTLE BIGHORN

SOCIAL STUDIES, GRADES 4-6

Charts: Indian Record Keeping—Oglala Sioux Roster (color)

Indian Record Keeping—Lone Dog's Count: A 70-Year Calendar

of the Dakota Nation (color)

Indian Record Keeping—Battle of the Little Bighorn (color)

Level 4 Standards: 6040-01: 02 **Level 5 Standards:** 6050-01; 02; 03

Level 6 Standards: 6060-01; 02; 03

OBJECTIVE: The student will be introduced to alternative ways of record keeping used by the Sioux Indians

ESSENTIAL QUESTION 1: Why is learning about Indian record keeping important for the students?

ASSESSMENT EVIDENCE

Compare the map of the Little Bighorn Battlefield and the surrounding area to a current map of the area. Do they look the same?

Students can compare Long Dog's winter count calendar to a current calendar of the past years (1800-1870). How did non-Indians record important events?

How do we record important events in our lives today? Where did our current calendar come from?

LEARNING STRATEGIES

The students will learn of the Battle of the Little Bighorn from a teacher presentation, using the charts as visual displays, and will be given an opportunity to write a short version of the battle using the Indian drawings.

Discuss how the Cheyenne and Sioux won that battle and how this action increased pressure on the U.S. government to move Indian tribes onto reservations. Ultimately, this battle changed the American Indian way of life.

Students will begin a journal to record weekly events, either by words or by symbols. During Class, students may design a crest or symbol for their name and display it.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Indian Record Keeping—Oglala Sioux Roster (color)

Indian Record Keeping—Lone Dog's Count: A 70-Year Calendar

of the Dakota Nation (color)

Indian Record Keeping—Battle of the Little Bighorn (color)

Level 7 Standards: 6100-01; 02

Utah Studies

Level 8 Standards: 6120-01; 02 United States History

OBJECTIVE: The student will evaluate the necessity for record keeping and how the American Indians recorded events and time without an alphabet.

ESSENTIAL QUESTION 1: Why did Indians keep records of important events even though they did not have anything like paper and pencils?

ASSESSMENT EVIDENCE

What tribe of American Indians was the first to develop an alphabet? Who was the inventor of the Cherokee alphabet?

Discuss the importance of the Battle of the Little Bighorn. While a victory for the American Indian at the time, in reality it was a loss for all western tribes. Reservation life became a reality soon after.

Have class presentation on the progress and status of Indian tribes up to the present. What barriers have the American Indians encountered?

LEARNING STRATEGIES

Explain the concept the Sioux used in giving names, and how each name had a special meaning and was often descriptive. Make comparisons to the naming practice we use today. Use nicknames that students give one another as examples.

Discuss some of the reasons for giving nicknames. Do nicknames often stick with individuals throughout adulthood?

Discuss cultural ceremonies in the naming process. Tribes have elaborate ceremonies. We give babies names at birth; do we change them any other time – baptism, confirmation, adulthood?

Have a class discussion on the importance of record keeping. The Sioux used symbols because they did not have a written language. Tribal historians kept oral history.

How do we keep records today? Discuss record keeping in our country and other countries today.

Explore the meanings of symbolism as opposed to the written form of communication. How are they similar? Different?

At marriage, the woman takes the man's name in our society. In the Indian tribes, women keep their names. In the Hispanic culture, women keep their names, and men use both their mother's and father's last name—for example, Pedro Hernandez (father's name) Rivera (mother's last name).

RESOURCES

(Additional resources may be found listed at the end of the Guide.)

Books: Sandoz, Mari. *These Were the Sioux*. Del Publishing Co., 1971.

Standing Bear, Luther. Land of the Spotted Eagle. University of Nebraska Press:

Lincoln, 1978.



SOCIAL STUDIES, GRADES 9-12

Charts: Indian Record Keeping—Oglala Sioux Roster (color)

Indian Record Keeping—Lone Dog's Winter Count: A 70-Year Calendar

of the Sioux Nation (color)

Indian Record Keeping—Battle of the Little Bighorn (color)

Level 9-12 Standards: 6200-01; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

Level 9-12 Standards: 6250-01; 02

United States Studies

OBJECTIVE: The student will evaluate the American Indians' cultural traditions and values and compare them to the students' culture, traditions, and values.

ESSENTIAL QUESTION 1: Why did the explorers and early settlers and pioneers not honor or respect the cultural traditions and values of the Indian tribes?

ASSESSMENT EVIDENCE

Have class presentations on family traditions/values and community values, answering the following questions:

- Do values change? If so, what conditions create value change?
- Discuss cultural value differences and similar cultural values.

Compare the American Indian value of "giving or sharing." This is prevalent in all tribes, even today. Is this value common to all societies?

Are one society's values better than another society's?

LEARNING STRATEGIES

Using the three charts as visual aids, the teacher can explain the naming used by the Oglala Sioux. The names were descriptive, often relating to animals or reflective of an event or deed in the individual's life or an event which was spiritual in nature (e.g., #23, the Bear Spares Him).

- Discuss the fact that most Indian tribes have descriptive names.
- Discuss the fact that in translating names from the tribal language to English, often the meaning of the name was distorted.
- Discuss with students their family names and how other cultures name children.

Discuss culture (i.e., a group of people sharing the same dress, food, religious beliefs, behaviors, etc.). Reflect that every society has a system of roles, norms, values, and sanctions to guide the behavior of individuals and groups within the society.

RESOURCES

(Additional resource materials may be found listed at the end of the Guide.)

Book: Standing Bear, Luther. *Land of the Spotted Eagle*. University of Nebraska:

Lincoln, 1978.



TERRITORIAL GROWTH ON INDIAN LANDS 1800-1860 TERRITORIAL GROWTH ON INDIAN LANDS EASTERN STATES FROM COLONIAL TIMES TO 1800

SOCIAL STUDIES, GRADES 7-8

Charts: Territorial Growth on Indian Lands 1800-1860

Territorial Growth on Indian Lands Eastern States from Colonial Times to

1800

Level 7-8 Standards: 6100-01; 02; 03: 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: To study the effects of territorial growth on the culture of the American Indian.

ASSESSMENT EVIDENCE

Speculate after researching the cultural interchange between Indian tribes, non-Indians and colonists. Have a class presentation or panel presentation on findings from the assignment.

The students will be able to draw a conclusion, based on class discussion and research, about the reclamation of Indian lands pursued by Indian tribes today.

LEARNING STRATEGIES

The charts on the growth of the eastern states show the maps and states as they came into being; important dates and names are also listed. The introduction to this section should begin with a teacher presentation:

- Select five eastern states; provide names of Indian tribes in those areas, the expedition that first met the Indian tribes, and the country from which the expedition began.
- Discuss the rights of the Indian tribes.
- Discuss the exchange of knowledge between Indian tribes and non-Indians, such as medicine, food routes, and trails, and survival in different climates.

Explore with the class which country had the most interchange with the Indian tribes and (a) honored their rights, (b) respected their beliefs, and (c) learned their traditions.

Using a Video IPod, display the chart showing territorial growth on Indian lands (1800-1860), and have a class discussion on:

- Reasons for expansion westward (population growth?).
- Reimbursement for Indian lands taken.
- Whether displaced tribes then displaced other tribes in this quest for land.
- The role of the United States government in the territorial growth:
- Whether the military was always involved in land takeover.
- Whether it was necessary to move the Indians to segregated areas.
- How the Indians might have been feeling.

Resource materials may be found listed at the end of the Guide.



WARS, BATTLES, AND CONFLICTS—TRANS-MISSISSIPPI WEST MILITARY FORTS, POSTS, AND CAMPS— EASTERN Charts: Wars, Battles and Conflicts—Trans-Mississippi West

Military Forts, Posts and Camps—Eastern

Level 4 Standards: 6040-01; 02; 03; 05 Level 5 Standards: 6050-01; 02; 03; 04 Level 6 Standards: 6060-01; 02; 03; 05; 06

OBJECTIVE: The students will learn of the various military posts that were established in the 1700s and 1800s. The students will explore what part forts played in the conquest of Indian America

ESSENTIAL QUESTION 1: Why was it necessary to build forts in the eastern and western parts of the country?

ASSESSMENT EVIDENCE

Students can write a report or in small groups do class presentations:

- Did small towns spring up around military forts?
- Were forts located in areas where water and food supplies were plentiful?
- Were forts placed on Indian lands without permission of the tribes?

Students can make a replica of a military fort for a class project.

LEARNING STRATEGIES

The students will be introduced to this section by the teacher making a presentation on known forts and military posts in this area (e.g., Ft. Bridger in Wyoming, Ft. Douglas in Utah) and discussing the role of the military fort in the development of the West.

Discuss the Walker-Ute War of 1863 and Black Hawk-Ute War of 1865-1868. What effects did the territory of Utah feel from these wars?

The government tried to protect travelers by establishing military posts, and also used them to hold treaty councils with the Indians. In 1851, a council of northern tribes was held near Ft. Laramie; research and discuss the tribes involved and the purpose of that council.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-8

Charts: Wars, Battles and Conflicts—Trans-Mississippi West

Wars, Battles and Conflicts—Eastern Military Forts, Posts and Camps—Eastern

Military Forts, Posts and Camps—Trans-Mississippi West

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: The students will learn of the various military forts and post that played an important role in the development of the West, and the changes they brought about in the lives of Indian tribes.

ESSENTIAL QUESTION 1: Why did the military feel it was necessary to build forts and military posts and camps?

ASSESSMENT EVIDENCE

Assign small groups to research and present on the following question: Did intercultural conflicts occur first and cause forts to arise, which then led to battles between the two cultures, or did the forts come first, ultimately leading to conflict and battles between two cultures?

What cultural exchanges occurred between the military and tribes living near forts that benefited both sides?

In the conquest of Indian America, the military moved Indian tribes from one area to another to prevent hostility. Did this create more hostility, which created the need for more forts?

Assign small groups to research and present to the class an assigned battle that occurred during the 1800s; note the tribe(s) involved, location, what began the battle, and the outcome.

Discuss famous forts in the U.S. (e.g., Ft. Laramie, Ft. Fetterman, Ft. Lincoln, and Ft. Sumner). What purpose did they serve?

LEARNING STRATEGIES

The teacher begins the presentation on conflicts, wars, and battles with charts displayed on the wall using a Video IPod.

Assign topics or regions (eastern, Midwestern, mountains, and western areas of conflict) to various groups. Look at the dates of conflicts, battles, and forts, determine in each area the reason for building the forts.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Wars, Battles and Conflicts—Trans-Mississippi West

Wars, Battles and Conflicts—Eastern Military Forts, Posts and Camps—Eastern

Military Forts, Posts and Camps—Trans-Mississippi West

Level 9-12 Standards: 6200-01; 02; 03; 04; 05

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03; 04; 05

Ancient World Civilizations

OBJECTIVE: The students will evaluate the need for military posts, camps, and forts in the development of a new country.

ESSENTIAL QUESTION 1: What was the need for military posts, camps and forts in Indian country during development of a **new** country?

ASSESSMENT EVIDENCE

From the numerous conflicts listed on the charts, was the military right in building forts in each area?

What purpose do the military forts serve today in the United States?

Students can discuss four major forts in the western United States in an oral or written report. Report on forts in Trans-Mississippi West, tribes affected, and date of the fort. Are there other names for forts today?

Discuss the cultural impact of forts on the Indian culture, and Tecumseh's statement to Sir Isaac Brock, August 11, 1812: "We gave them forest-clad mountains and valleys full of game, and in return what did they give our warriors and our women? Rum and trinkets and a grave."

What important conflict occurred between Indians and the military in the Midwest, which led to Indians being displaced from their land?

Discuss the eastern tribes who were forcibly removed from their home areas and placed in a large area called "the Indian Territory" in what is now known as Oklahoma.

LEARNING STRATEGIES

Have a class discussion on battles, wars, and conflicts to distinguish differences. Assign the following for small group research and class presentation:

- Report on two forts in the eastern United States, dates built, reasons for building, and which Indian tribes were affected.
- Discuss cultural interaction occurring between two groups with different beliefs, traditions, and values. Does the saying "might makes right" have a place in the military campaigns of the 1800s?
- Discuss the changes that occurred among the Indian tribes where military forts were built—intermarriage, food exchange, arts and crafts exchange, mutual cooperation in land development.

Resource materials may be found listed at the end of the Guide.



TREATIES, AGREEMENTS, AND LAND CESSIONS 1778-1909—EASTERN TREATIES, AGREEMENTS, AND LAND CESSIONS 1778-1909—TRANS-MISSISSIPPI WEST

SOCIAL STUDIES, GRADES 4-6

Charts: Treaties, Agreements and Land Cessions 1778-1909—Eastern

Treaties, Agreements, and Land Cessions 1778-1909—Trans-Mississippi

West

Level 4 Standards: 6040-01; 02; 03; 04 Level 5 Standards: 6050-01; 02; 03 Level 6 Standards: 6060-01; 03; 05; 06

OBJECTIVE: The students will study about treaties, agreements and land cessions written during the conquest of Indian America.

ASSESSMENT EVIDENCE

Students can explore, by project or group assignment, what impact treaties had on Indian tribes. Consider:

- Food sources.
- Cultural change or interchange.
- Values.

The students will be able to discuss or write about two reasons why the United States government entered into treaties with Indian tribes.

LEARNING STRATEGIES

The teacher presents background on the Indian tribes having a land base which they used for hunting and living purposes, where boundaries were not set for only one tribe. Explain the concept Indians had of shared governance and a tribe caring for all the people within that tribe.

- Since some tribes were somewhat nomadic, property was not owned; land was owned, but was used by all.
- Treaties became necessary when the colonists began to push westward and move the Indians off land they had occupied for generations.
- Tribes were ordered by treaty to remain within certain areas, which restricted hunting and other tribal ways of life.
- Discuss treaties with the Iroquois and the Navajo.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-12

Charts: Treaties, Agreements and Land Cessions 1778-1909—Eastern

Treaties, Agreements, and Land Cessions 1778-1909—Trans-Mississippi

West

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

Level 9-12 Standards: 6200-01; 02; 03 World Cultural Geography, Part I

OBJECTIVE: The students will study about treaties, agreements and land cessions (1778-1909) that occurred during the conquest of Indian America.

ESSENTIAL QUESTION 1: Why did the United States feel it was necessary to negotiate treaties, agreements, and land cessions with the American Indian tribes?

ASSESSMENT EVIDENCE

In studying various tribes, discuss the democratic, group-oriented elements that existed in various tribes and how this affected treaties.

- How did the lack of understanding by the military and government as to the limited powers of tribal spokesmen affect the treaties?
- Have small groups or individuals report, after research, on one treaty with an eastern tribe and one treaty with a western tribe. Report on the involved Indian leaders, government or military leaders, purpose, terms, and whether the treaty was fulfilled. If not, why not?

Alvin Josephy, Jr., in his book *The Indian Heritage of America* (1968), says, "The European conquest of the Americas has been termed one of the darkest chapters of human history, for the conquerors demanded and won authority over the lives, territories, religious beliefs, ways of life, and means of existence of every native group with which they came in contact." Discuss the need for land from the colonists' point of view, considering:

- Greed or need for land; establishment of trade routes and trading posts, and how land was purchased or traded for.
- Were treaties of peace for land or peace?
- Did the Indians bargain for retention of part of their homeland?
- Were cultural attributes of various tribes recognized as essential in land bargaining?

LEARNING STRATEGIES

Give background information on the status of Indians prior to 1778. Consider the following in preparing the students to study using the charts:

- Each tribe's governing and decision-making structure.
- Each tribe's life within a region, using land as necessary for hunting and spiritual ceremonies
- Each tribe's use of land and common ownership of land.

The phrase, "as long as the grass grows and river flows" is attributed to many treaties. Research this phrase and report to the class whether such a phrase did actually become part of treaty terms, or existed only in "Hollywood hype."

- Report on monetary exchanges in the terms of treaties. Were they fair? Has the government fulfilled its treaty responsibility?
- Compare the conquest of Indian tribes and the resulting treaties with a modern war and establishment of territories or treaties (e.g., the Japanese after surrender in 1945—did the United States occupy their land? Did the Japanese reclaim their government after a period of time of occupation by foreign troops?).
- Consider postwar Germany and western Indian tribes after defeat. If there are similarities, discuss or report to class.
- Were political issues important in determining which tribes were to be relocated and their land absorbed, ceded, or purchased?
- Today, could the reservations be broken up and sold parcel by parcel to non-Indians? What role, if any, would the tribal councils play in making this decision? Would the tribal councils have the right to make such a decision for all tribal members?

• Consider having a resource person come to class to discuss this issue.

Resource materials may be found listed at the end of the Guide.



HEROES, LEADERS, PATRIOTS, AND STATESMEN: SOME INDIAN NAMES IN AMERICAN HISTORY INDIAN HEROES, LEADERS AND PATRIOTS— 1898 INDIAN CONGRESS—OMAHA, NEBRASKA

SOCIAL STUDIES, GRADES 4-6

Charts: Heroes, Leaders, Patriots and Statesmen: Some Indian Names in American

History

Indian Heroes, Leaders and Patriots—1898 Indian Congress—Omaha,

Nebraska

Level 4 Standards: 6040-01; 02; 05 Level 5 Standards: 6050-01; 02; 05 Level 6 Standards: 6060-01; 02; 03; 06

OBJECTIVE: The students will discover the importance of historic American Indian leaders.

ESSENTIAL QUESTION 1: Were the heroes, leaders, patriots and statesmen of the Indian tribes as important as colonial and pioneer heroes and leaders?

ASSESSMENT EVIDENCE

The students will be able to list five qualities of a leader.

The students will be able to compare American Indian leaders to non-Indian leaders and note similarities.

LEARNING STATEGIES

Focus on Chart 1 and discuss characteristics or qualities of heroes and leaders.

Using the charts, lead a discussion on American Indian leaders' attitudes about the settlement of Utah. Were the Indian leaders helpful to the early settlers? Did they give them food, land, and shelter?

Have the class report on leadership qualities and heroes today, both Indian and non-Indian.

Lead a discussion on how early settlers of Utah had a different culture, and where conflict occurred when the American Indians felt threatened. Were the leaders' actions both sides similar?

Resource materials may be found listed at the end of the Guide.

SOCIAL STUDIES, GRADES 7-8

Charts: Heroes, Leaders, Patriots and Statesmen: Some Indian Names in American

History

Indian Heroes, Leaders and Patriots—1898 Indian Congress—Omaha,

Nebraska

Level 7-8 Standards: 6100-01; 02; 04; 05

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

OBJECTIVE: The student will gain an understanding of characteristics of leadership present in all cultures.

ESSENTIAL QUESTION 1: Did the Indian leaders have the same characteristics as other groups of people?

ESSENTIAL QUESTION 2: Who would seem to be one of the greatest patriots of the American Indians?

ASSESSMENT EVIDENCE

Students can prepare a written report on Tecumseh, Pope, Osceola, or Crazy Horse, and include their attitudes and actions on leadership.

Students in small groups can prepare a written or oral report on patriotism for non-Indians of that era and patriotism for Indians of that era.

Discuss the impact that the structure of the Confederation of the Iroquois nation had on the formation of the governmental structure of this nation. Why do we have a representative government?

Discuss the fact that American Indians did not have citizenship status until the year 1924. The students will be able to identify three important leaders, heroes, patriots and statesmen today, both from American Indian and non-Indian societies.

LEARNING STATEGIES

Using the charts as visual aids, the teacher defines characteristics of leadership, heroism, patriotism, humanitarianism, responsibility, wisdom, etc.

Have a teacher-led discussion on leadership. Compare characteristics of leadership exhibited by Indians and non-Indians alike, by leaders such as Black Kettle, President Lincoln, President Johnson, Red Cloud, Geronimo, Tecumseh, Custer, and Chief Joseph.

Discuss Westward expansion, progress and problems. Compare the progress of settlers, with the problems of the American Indians.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Heroes, Leaders, Patriots and Statesmen: Some Indian Names in American

Historv

Indian Heroes, Leaders and Patriots—1898 Indian Congress—Omaha,

Nebraska

Level 9-12 Standards: 6200-01; 02; 03; 04

World Cultural Geography, Part I Level 9-12 Standards: 6220-01: 02

Ancient World Civilizations

OBJECTIVE: The students will be introduced to the fact that American Indians had leaders who are recognized heroes, patriots and statesmen.

ASSESSMENT EVIDENCE

Compare Indian leaders in the late 19th century (i.e., Sitting Bull, Sioux; Crazy Horse, Sioux; Geronimo, Apache; Chief Joseph, Nez Perce) to President Ulysses S. Grant, General George Custer, Kit Carson, President Andrew Jackson, etc.

Students can write a short report on similarities between non-Indian and Indian characteristics of

leadership. For many Indian tribes, cultivation of leadership qualities began early in life by counting coup on the enemy rather than killing. Indian leaders were not elected, but selected for their qualities of trustworthiness, responsibility, dependability, wisdom, and humanitarianism. Leadership is a bestowal of honor.

Consider the actions of Chief Joseph of the Nez Perce, his surrender after evading the army for hundreds of miles to lead his people to Canada. What rights were taken from the Indians by placing them under arrest and not allowing them to continue into Canada? Study Chief Joseph's surrender speech and find the elements of leadership in his speech.

Group or individual reports: Research a major confrontation between Indians and whites; form an "opposing view" (one not normally taken). Reflect on feelings of displacement, fear and cultural misunderstanding of the groups involved. What effect did the outcome of the confrontation have on the history of the United States? What could have been changed for a better outcome?

LEARNING STRATEGIES

Using charts as visual aids, define words *hero*, *leader*, *patriot* and *statesman*. Introduce five Indian persons who fit these categories.

- Discuss the similarities in characteristics these two groups displayed.
- Have a class discussion on modern Indian patriots (such as Russell Means and Dennis Banks from the American Indian movement).
- Invitation can be extended to local, tribal, or state Indian leaders to visit with the class.

Resource materials may be found listed at the end of the Guide.



NORTH AND SOUTH AMERICA—A COMPARISON

SOCIAL STUDIES, GRADES 4-6

Chart: North and South America—A Comparison Including Language Groups,

Cultural Areas and Tribes

Level 4 Standards: 6040-01; 02; 03 Level 5 Standards: 6050-01; 02; 03; 04 Level 6 Standards: 6060-01; 02; 03; 05; 06

Level 7-8 Standards: 6100-01; 02; 05

Utah Studies

Level 7-8 Standards: 6120-01; 02; 03; 04; 05; 06

United States History

OBJECTIVE: The student will gain an understanding of the impact of cultural and language exchange.

ASSESSMENT EVIDENCE

Have students make a list of Indian tribal words used in American English contexts, nationally and within the state (e.g., names of states, place names, etc.).

Students will compare American English with other languages and determine how many words we use have origins in other languages.

Have students identify three tribal languages in regions influenced by Spanish exploration, three tribal languages influenced by French exploration, and three tribal languages influenced by English exploration.

LEARNING STRATEGIES

Explain to the students the influences that occur when there is an exchange of culture and language, especially during the initial meetings.

Using the chart "North and South America—A Comparison," explain to students the dominant European language groups that influenced the regional areas they explored.

In a class discussion, help students to recognize through comparison the language influences, both native and European.

Resource materials may be found listed at the end of the Guide.

SOCIAL STUDIES, GRADES 9-12

Charts: North and South America—A Comparison Including Language Groups,

Cultural Areas and Tribes

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

OBJECTIVE: The students will develop an understanding of language infusion from ethnic groups that contributed to the growth of our nation.

ESSENTIAL QUESTION 1: Is there a difference in language between Indian tribes, South American tribes and American English?

ASSESSMENT EVIDENCE

Research activity can be initiated by topics and small groups to search the origins of ethnic contributions to language, food, art, music, inventions, clothing, etc

Students will understand and appreciate the exchange of language influences.

Students, through class activities, will realize their present daily lives are influenced by language.

Students will understand that all ethnic groups have contributed to the growth and development of our nation.

LEARNING STRATEGIES

Introduce the concept of "language infusion" to assist the students in understanding the influences of language exchange internationally via exploration and conquest.

Have students discuss exchange between Indian tribal languages and the British, French, Spanish. What Indian tribal words did the British, French, and Spanish acquire from the different tribes?

Students will be involved in identifying and compiling a list of words used in American English from Indian tribal languages—from Spanish, Italian, and Asian languages. Compilation should include place names, name of states, food, daily jargon, etc.

Assist students in the study of the influences and changes occurring because of languages through interaction and trade; on the comparison chart, provide visual learning of the language influences of the British, Spanish, French, and Portuguese in the regional areas of the Americas they explored and controlled. What were the influences? Are these influences still evident today?

Resource materials may be found listed at the end of the Guide.



UTAH—U.S. MILITARY FORTS, POSTS, AND CAMPS UTAH TERRITORIAL GROWTH ON INDIAN LANDS

UTAH WARS, BATTLES, AND CONFLICTS MORMON COLONIES AND SETTLEMENTS, 1847-1900

UTAH INDIAN FARMS AND RESERVATIONS UTAH GREAT BASIN INDIAN TRIBES AND BANDS UTAH EXPLORATION ROUTES AND TRAILS

SOCIAL STUDIES, GRADES 4-6

Charts: Utah—U.S. Military Forts, Posts, and Camps

Utah Territorial Growth on Indian Lands

Utah Wars, Battles, and Conflicts

Mormon Colonies and Settlements, 1847-1900

Utah Indian Farms and Reservations

Utah Great Basin Indian Tribes and Bands

Utah Exploration Routes and Trails

OBJECTIVE: The students will be introduced to the contributions of the Indians residing in the State of Utah and of the Indians who lived in this area when the Mormon settlers arrived.

Level 4 Standards: 6040-01; 02; 03; 04; 05 Level 5 Standards: 6050-01; 02; 03; 04; 05 Level 6 Standards: 6060-01; 02; 03; 06

ESSENTIAL QUESTION 1: What was the relationship between the Utah Indian tribes and the Mormons in their colonies and settlements?

ASSESSMENT EVIDENCE

Select two conflicts or wars for concentrated study and research. Students can work in small groups and report or write their findings. Give both sides of the conflict.

Were the Mormon settlers different from the Spanish Catholic settlers? Did they also search for gold? Did the Mormons have a cultural interchange with the Indian tribes?

LEARNING STRATEGIES

Begin presentation as a unit of Utah studies. The charts are to be used in the following order:

• Utah Great Basin Indian Tribes/Bands. Introduce the students to the tribes that lived and are now living in Utah. Discuss the areas where the Utes, Goshutes, Shoshone, and

- Navajo live; the similarities between the tribes (e.g., dwellings, food sources, form of government); and where the Indian farms and reservations are now.
- Discuss the fact that there are Indian tribes living in Utah, and they have made contributions to the development of this area by assisting immigrants, sharing food, giving up land, restricting their movements and hunting, and adopting the immigrants' culture and spiritual beliefs.

The conflicts and battles that occurred within this area should be discussed with emphasis on the reasons for conflict:

- Fear on the part of the immigrants.
- Restriction of hunting movements.
- Misunderstanding on part of Indians and non-Indians.

The territorial growth chart shows the dates when towns and counties came into being. Students can find the town they are most familiar with and discuss with members of a small group when it was settled. Which Indian tribe or band lived near that town or country? Where did they go when the settlers moved in?

Do the dates of wars coincide with the dates of growth of towns or counties in the Utah Territory? If so, why did this happen?

Explore with the students the concept of giving up something that is yours to a power greater than your own (e.g., a desk which might be a favorite to a bigger student, a favorite toy to a bully).

Why did the Mormon settlers choose Utah Territory? Did they feel that the land was unoccupied? Did they pay the original inhabitants for the use or ownership of the land? What conflict or war was the last to be fought in the Utah territory? Discuss the reasons this conflict began.

Today, many different people work and live in Utah. Many are Indian, Hispanic, black or Anglo. They share many of the same things—doctors, lawyers, store clerks, nurses, teachers, policemen, etc. What else do we share in Utah?

- Discuss freedom of movement we all have.
- Discuss feelings that might exist among non-Indians because of misunderstandings. What can be done to prevent further misunderstandings?

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 7-12

Charts: Utah—U.S. Military Forts, Posts, and Camps

Utah Territorial Growth on Indian Lands

Utah Wars, Battles, and Conflicts

Mormon Colonies and Settlements—1847-1900 Utah Indian Farms and Reservations Utah Great Basin Indian Tribes and Bands Utah Exploration Routes and Trails

Level 7-8 Standards: 6100-01; 02; 03; 04

Utah Studies

Level 7-8 Standards: 6120-01; 02

United States History

Level 9-12 Standards: 6200-01; 02; 03

World Cultural Geography, Part I Level 9-12 Standards: 6220-01; 02; 03

Ancient World Civilizations

OBJECTIVE: The students will study the history of the Indians in the development of the State of Utah and study their contributions.

ESSENTIAL QUESTION 1: Did the Mormon settlers and Indian tribes in Utah make good neighbors?

ASSESSMENT EVIDENCE

Small group research and presentation of towns and communities which were settled, dates, tribes, living in or near communities. Research the impact of settlement on the Indian tribes. Did the settlement of the historic lands create a change in their attitude toward the settlers? Did the Indian request payment for the land on which the towns were built

Discuss or research for comparison of the Spanish influence to the Mormon influence. Were reasons for settling the same?

Small group project: research a major battle in the Utah territory and present findings on both sides

LEARNING STATEGIES

Begin presentation of this unit with introductions to all tribes of Indians living in Utah and where they lived prior to white settlement.

Students should be familiar with the names of Indian tribes, reservations, and farms.

Discuss the need, as perceived by early settlers, for reservations.

- Discuss battles and conflicts that occurred as a result of misunderstandings and confinement.
- Discuss the military's role in Utah (e.g., military forts and posts). What impact did the military presence have on non-Indian and Indian alike?

- Was there a cultural interchange between the Spanish and Indians? Between Mormons and Indians?
- Were the Spanish only searching for gold? What settlement did the Spanish have? Do Spanish influences remain in Utah?

Take a small conflict or issue that might have arisen in Utah as a result of two cultures meeting, and discuss those factors that might have made an easy interchange such as animals for food, materials for clothing, sources of food, respect for spiritual beliefs, etc.

Discuss the Ute tribe's level of development at the time of settlement.

- Did they have permanent shelters? Was that important to be considered civilized?
- Did they have agricultural practices?
- Were they miners of precious metals?

Today many different cultures live in Utah. Indian people not only live on reservations, but participate in every aspect of life.

- Request resource persons of Indian heritage to share their background and career.
- Request resource persons to discuss cultural events and things that make that person different from students.
- Have students share cultural events or things that are an everyday occurrence in their lives and that are very different from the other students.
- Have students identify, discuss, or list contributions of American Indians (e.g., place names, food, etc.).

Resource materials may be found listed at the end of the Guide.

